



Dillon 1 School District

PO Box 644

Lake View, SC 29563

Grades PK-12 District

Enrollment 873 Students

Superintendent Stephen Laird 843-759-3001

Board Chair Earl Gleason, Jr. 843-464-2288

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	At-Risk
2009	Average	Below Average
2008	Average	Excellent
2007	Below Average	Below Average
2006	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

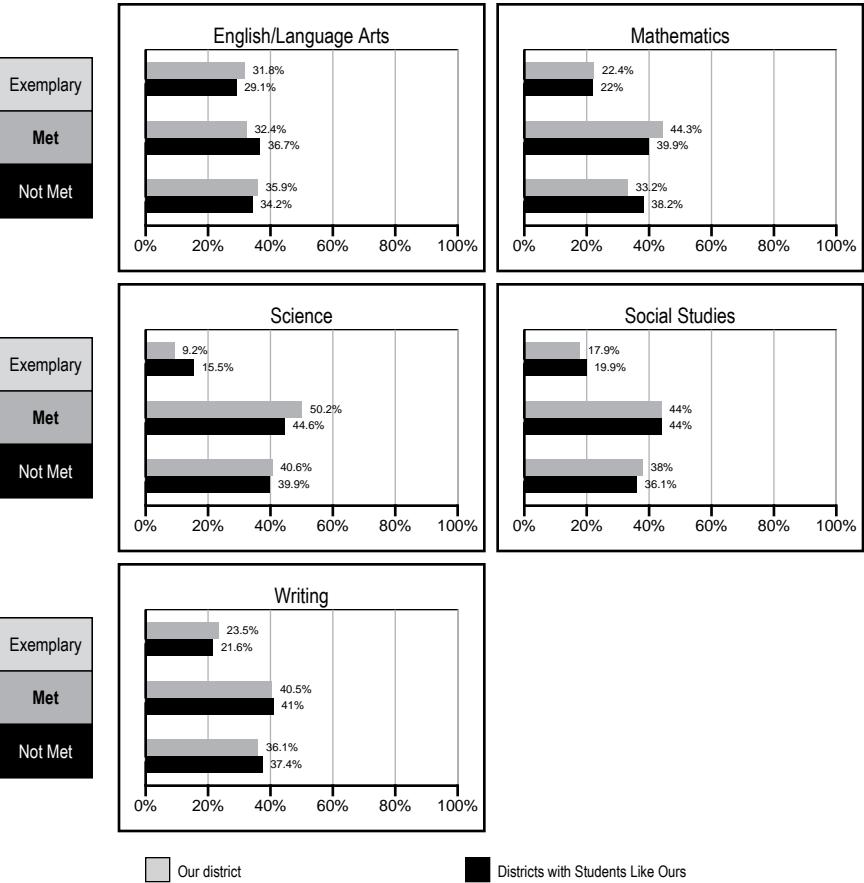
98.2%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	8	4	1

* Ratings are calculated with data available by 03/24/2011.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed both subtests	71.4%	86.6%	68.5%	73.2%	69.8%	69.9%
Passed one subtest	20.6%	6.0%	20.4%	14.8%	14.8%	17.0%
Passed no subtests	7.9%	7.5%	11.1%	11.9%	15.4%	13.1%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	75.3%	69.9%
English 1	61.5%	66.0%
Physical Science	49.4%	44.5%
US History and the Constitution	27.1%	32.3%
All Subjects	53.9%	54.0%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=873)				
First graders who attended full-day kindergarten	98.4%	Down from 100.0%	99.6%	99.5%
Retention rate	2.5%	Up from 1.5%	2.8%	2.3%
Attendance rate	95.1%	Down from 95.2%	95.8%	95.8%
Eligible for gifted and talented	2.4%	Up from 1.4%	8.7%	14.3%
With disabilities other than speech	11.8%	Up from 11.2%	11.4%	10.5%
Older than usual for grade	6.6%	Up from 5.4%	5.6%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.3%	Up from 2.4%	0.8%	0.7%
Enrolled in AP/IB programs	2.9%	Down from 7.4%	7.8%	12.1%
Successful on AP/IB exams	N/A	N/A	35.8%	50.0%
Eligible for LIFE Scholarship	26.2%	Down from 31.8%	28.5%	31.4%
Enrolled in adult education GED or diploma programs	0	No Change	41	47
Completions in adult education GED or diploma programs	0	No Change	21	29
Annual dropout rate	3.8%	Up from 2.1%	3.8%	3.1%
Teachers (n=57)				
Teachers with advanced degrees	36.8%	Up from 36.7%	57.5%	58.8%
Continuing contract teachers	77.2%	Up from 75.0%	76.8%	81.5%
Teachers with emergency or provisional certificates	5.9%	Down from 7.5%	6.9%	4.0%
Teachers returning from previous year	91.2%	Up from 87.4%	87.8%	89.3%
Teacher attendance rate	94.2%	No Change	94.8%	95.3%
Average teacher salary*	\$41,695	Up 1.0%	\$44,175	\$46,618
Vacancies for more than nine weeks	1.8%	Down from 3.3%	0.4%	0.2%
Professional development days/teacher	19.3 days	Down from 19.5 days	14.3 days	12.6 days
District				
Superintendent's years at district	19.0	Up from 18.0	4.0	3.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 18.1 to 1	20.6 to 1	20.9 to 1
Prime instructional time	86.6%	Down from 87.1%	89.1%	89.9%
Dollars spent per pupil**	\$9,124	Up 3.9%	\$9,383	\$9,364
Percent of expenditures for teacher salaries**	49.4%	Down from 50.2%	50.9%	53.3%
Percent of expenditures for instruction**	52.9%	Down from 55.5%	54.1%	56.3%
Opportunities in the arts	Good	No Change	Excellent	Excellent
Number of schools	3	No Change	6	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	0.0%	2.4%
Average age in years of school facilities	41 Years	Up from 40 Years	29 Years	27 Years
Number of schools with SACS accreditation	0.0	No Change	5.0	8.0
Parents attending conferences	96.8%	Up from 74.4%	95.6%	97.1%
Average administrator salary	\$82,715	No Change	\$79,223	\$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	57	87.7%	304	53.9%	68	77.9%	N/A
Gender							
Male	26	88.5%	152	53.3%	31	77.4%	N/A
Female	31	87.1%	152	54.6%	37	78.4%	N/A
Racial/Ethnic Group							
White	27	85.2%	138	62.3%	32	75.0%	N/A
African American	28	92.9%	143	44.8%	34	79.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	14	64.3%	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	31	22.6%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	39	87.2%	214	51.4%	48	75.0%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2010

	Our District	Districts with Students Like Ours
Percent	87.7%	86.6%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	68	68	294	308
Number of Graduates in Cohort	61	53	216	222
Rate	89.7%	77.9%	73.5%	71.1%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	440	417	465	441	428	398	1334	1255		
State	482	482	496	496	467	465	1445	1443		
Nation	496	498	510	511	487	488	1493	1497		
ACT	English		Math		Reading		Science		Total	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
District	14.5	13.4	17.8	16.6	16.2	15.8	17.5	17.2	16.6	15.9
State	18.9	18.8	19.9	20.0	19.7	19.7	19.7	19.9	19.7	19.7
Nation	20.6	20.5	21.0	21.0	21.4	21.3	20.9	20.9	21.1	21.0

Abbreviations for Missing Data

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School District Governance

Board Membership	7 trustees appointed
Fiscal Authority	Appointed Legislative Delegation
Average Number of Hours of Training Annually	4.7 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

The Dillon District One schools are committed to excellence for our students in all areas. Each of our schools has worked extremely hard to meet the needs of our students. All three schools met Annual Yearly Progress under the federal No Child Left Behind Act. Only one other community in the state accomplished this. The current report card is based on spring 2010 test scores, which have not been published as of this writing. The 2009 report card led to Lake View High School being named a Palmetto Gold winner. Lake View Elementary was named a Palmetto Silver winner. Lake View Middle School raised their report card rating from At Risk to Average, which is a large improvement. Teachers, principals, staff, and students worked together to create a successful learning climate in each school. The staff and students at these schools should be congratulated for their hard work.

Continued improvement is our goal. To meet this goal, there is an expanded emphasis on literacy. The balanced literacy model, which has been successful at the elementary school, has been expanded to the middle school. Computer-assisted instruction to help teachers with differentiating instruction has been implemented at the elementary school. To help our students meet the standards of the state, we again had an afterschool program for middle school students most in need. We also had an afterschool program at Lake View Elementary paid for by Title One Funds. The teachers and students in these programs should be commended for the extra time they spend working on academics.

Plans for new buildings and renovations move forward based on the referendum passed by the community. By the time you read this, we hope you will see the beginning of construction at our schools.

Our schools cannot succeed without the contributions of parents and community. Our students need your support in every area of their lives. Make them aware that academic achievement is the key to success in life. We thank you for all you have done and ask that you continue your support.

Stephen Laird, Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

N/A

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

The Dillon 1 School District consists of 3 public schools with 0 of these schools, or 0%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Abbreviations for Missing Data

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I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	369	100	35.9	32.5	31.6	78.3	83.5	Yes	Yes
Gender									
Male	163	100	40.8	31.2	28	74.5	80.1	N/A	N/A
Female	205	100	31.9	33.5	34.6	81.4	87	N/A	N/A
Racial/Ethnic Group									
White	169	100	22.6	35.8	41.5	84.9	89.6	Yes	Yes
African American	173	100	49.1	29.7	21.2	70.9	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
American Indian/Alaskan	14	100	38.5	15.4	46.2	84.6	85.1	I/S	I/S
Disability Status									
Disabled	64	100	73.3	20	6.7	38.3	51.7	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
Limited English Proficient									
Limited English	5	I/S	I/S	I/S	I/S	I/S	79	I/S	I/S
Socio-Economic Status									
Subsidized meals	301	100	38.2	32.9	29	77.4	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	369	100	33.3	44.6	22	79.4	80.4	Yes	Yes
Gender									
Male	163	100	35.7	42.7	21.7	77.7	78.4	N/A	N/A
Female	205	100	31.4	46.3	22.3	80.9	82.5	N/A	N/A
Racial/Ethnic Group									
White	169	100	23.9	44.7	31.4	84.3	87.8	Yes	Yes
African American	173	100	40.6	46.1	13.3	75.8	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
American Indian/Alaskan	14	100	46.2	30.8	23.1	69.2	83.2	I/S	I/S
Disability Status									
Disabled	64	100	71.7	25	3.3	43.3	46.1	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
Limited English Proficient									
Limited English	5	I/S	I/S	I/S	I/S	I/S	78.9	I/S	I/S
Socio-Economic Status									
Subsidized meals	301	100	36.7	45.6	17.7	77.4	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	245	100	41	50.2	8.7	59	67.3
Gender							
Male	115	100	40.2	50	9.8	59.8	66.9
Female	129	100	41.9	50.4	7.7	58.1	67.7
Racial/Ethnic Group							
White	109	100	33.3	51	15.7	66.7	79.6
African American	118	100	49.6	47.8	2.7	50.4	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	11	100	30	70	0	70	69.5
Disability Status							
Disabled	44	100	82.9	14.6	2.4	17.1	33.8
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	3	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status							
Subsidized meals	200	100	45.2	47.9	6.9	54.8	55.4

Social Studies

All Students	252	99.2	37.6	44.4	17.9	62.4	70.9
Gender							
Male	106	99.1	37.6	45.5	16.8	62.4	70.1
Female	146	99.3	37.6	43.6	18.8	62.4	71.7
Racial/Ethnic Group							
White	123	100	27	47.8	25.2	73	79.2
African American	112	99.1	48.6	41	10.5	51.4	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	48	97.9	75.6	22.2	2.2	24.4	39.3
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	3	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status							
Subsidized meals	199	99.5	39.5	45.4	15.1	60.5	60.8

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	363	97.5	35.4	41	23.6	64.6	72.1	94.9	N/A
Gender									
Male	164	97.6	42.6	38.7	18.7	57.4	65.2	94.9	N/A
Female	199	97.5	29.3	42.9	27.7	70.7	79.2	94.8	N/A
Racial/Ethnic Group									
White	168	97.6	25.5	42	32.5	74.5	80.8	94.2	N/A
African American	170	97.7	46.3	38.9	14.8	53.7	59.7	95.7	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87	97.6	N/A
Hispanic	5	I/S	I/S	I/S	I/S	I/S	64.6	92.2	N/A
American Indian/Alaskan	14	100	23.1	53.8	23.1	76.9	73.4	93.5	N/A
Disability Status									
Disabled	59	89.8	84.6	11.5	3.8	15.4	27.7	94.3	N/A
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	63.5	N/A	N/A
Limited English Proficient									
Limited English	6	I/S	I/S	I/S	I/S	I/S	63.7	93.5	N/A
Socio-Economic Status									
Subsidized meals	290	97.6	38.6	40.8	20.6	61.4	61.9	94.6	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	52	100	38.5	40.4	21.2	61.5
	4	57	100	38.2	38.2	23.6	61.8
	5	48	97.9	31.8	50	18.2	68.2
	6	62	100	35	41.7	23.3	65
	7	70	100	29.7	42.2	28.1	70.3
	8	68	100	59.1	33.3	7.6	40.9
2010	3	73	100	18.2	31.8	50	81.8
	4	59	100	49.1	25.5	25.5	50.9
	5	64	100	39	32.2	28.8	61
	6	44	100	23.8	47.6	28.6	76.2
	7	70	100	38.5	30.8	30.8	61.5
	8	59	100	46.6	31	22.4	53.4
Mathematics							
2009	3	52	100	59.6	25	15.4	40.4
	4	57	100	25.5	45.5	29.1	74.5
	5	48	97.9	38.6	47.7	13.6	61.4
	6	62	100	21.7	48.3	30	78.3
	7	70	100	23.4	59.4	17.2	76.6
	8	68	100	54.5	39.4	6.1	45.5
2010	3	73	100	31.8	33.3	34.8	68.2
	4	59	100	23.6	50.9	25.5	76.4
	5	64	100	40.7	45.8	13.6	59.3
	6	44	100	23.8	54.8	21.4	76.2
	7	70	100	36.9	40	23.1	63.1
	8	59	100	39.7	48.3	12.1	60.3
Science							
2009	3	27	100	63	18.5	18.5	37
	4	57	100	32.7	56.4	10.9	67.3
	5	21	100	35	55	10	65
	6	32	100	41.9	51.6	6.5	58.1
	7	70	100	39.1	56.3	4.7	60.9
	8	35	100	73.5	23.5	2.9	26.5
2010	3	36	100	55.9	38.2	5.9	44.1
	4	59	100	41.8	50.9	7.3	58.2
	5	32	100	34.5	58.6	6.9	65.5
	6	21	100	35	60	5	65
	7	69	100	42.2	46.9	10.9	57.8
	8	28	100	29.6	55.6	14.8	70.4

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	25	100	48	44	8	52
	4	57	100	12.7	54.5	32.7	87.3
	5	26	100	54.2	45.8	0	45.8
	6	31	100	30	56.7	13.3	70
	7	70	100	54.7	25	20.3	45.3
	8	33	97	53.1	43.8	3.1	46.9
2010	3	37	100	15.6	40.6	43.8	84.4
	4	59	100	21.8	54.5	23.6	78.2
	5	32	96.9	43.3	50	6.7	56.7
	6	23	100	31.8	63.6	4.5	68.2
	7	70	98.6	50	34.4	15.6	50
	8	31	100	61.3	32.3	6.5	38.7
Writing							
2009	3	52	98.1	47.1	29.4	23.5	52.9
	4	56	98.2	31.5	48.1	20.4	68.5
	5	46	93.5	40.5	42.9	16.7	59.5
	6	63	98.4	51.7	35	13.3	48.3
	7	67	100	37.5	45.3	17.2	62.5
	8	71	100	60.3	36.8	2.9	39.7
2010	3	70	97.1	23.4	26.6	50	76.6
	4	58	98.3	53.7	33.3	13	46.3
	5	62	96.8	25.9	46.6	27.6	74.1
	6	45	95.6	34.1	48.8	17.1	65.9
	7	69	98.6	35.4	47.7	16.9	64.6
	8	59	98.3	42.1	45.6	12.3	57.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	54	98.1	14.9	38.3	31.9	14.9	57.4	65.9	No	Yes
Male	33	97	21.4	35.7	32.1	10.7	46.4	60.8	N/A	N/A
Female	21	100	5.3	42.1	31.6	21.1	73.7	71	N/A	N/A
White	18	100	5.9	29.4	35.3	29.4	76.5	77.5	I/S	I/S
African American	31	96.8	15.4	46.2	30.8	7.7	50	49.7	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	80.2	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	21.3	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	39	97.4	20	40	22.9	17.1	54.3	51.5	I/S	I/S

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	54	98.1	14.9	36.2	19.1	29.8	66	62.3	No	Yes
Male	33	97	14.3	32.1	21.4	32.1	67.9	61.7	N/A	N/A
Female	21	100	15.8	42.1	15.8	26.3	63.2	63	N/A	N/A
White	18	100	11.8	41.2	0	47.1	64.7	75	I/S	I/S
African American	31	96.8	19.2	38.5	19.2	23.1	61.5	44	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	85.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	22.1	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	39	97.4	17.1	31.4	25.7	25.7	68.6	48.1	I/S	I/S

Physical Science (End-of-Course Performance by Group)

All Students	54	90.7	61.2	16.3	12.2	10.2	N/A	N/A	N/A	N/A
Male	33	90.9	66.7	3.3	16.7	13.3	N/A	N/A	N/A	N/A
Female	21	90.5	52.6	36.8	5.3	5.3	N/A	N/A	N/A	N/A
White	18	100.0	61.1	5.6	5.6	27.8	N/A	N/A	N/A	N/A
African American	31	87.1	59.3	25.9	14.8	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	7	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	39	89.7	60.0	20.0	11.4	8.6	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2009	68	100	13.8	46.2	32.3	7.7	53.8	61.8
	2010	54	98.1	14.9	38.3	31.9	14.9	57.4	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	68	100	7.7	38.5	26.2	27.7	70.8	62.7
	2010	54	98.1	14.9	36.2	19.1	29.8	66	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.9%	0.0%	No
Student attendance rate, grades K-8	95.1%	94.0%*	Yes

* Or greater than last year
** Adjusted to account for natural variation in performance.